DOCUMENT RESUME

ED 238 120 EA 016 213

AUTHOR Price, Nelson C.
TITLE Setting Priorities: A Handbook of Alternative Techniques.
INSTITUTION San Mateo County Office of Education, Redwood City, CA.
PUB DATE 1 Jun 78
NOTE 72p.
AVAILABLE FROM San Mateo County Office of Education, Public Information Office, 333 Main Street, Redwood City, CA 94063 ($3.00).
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Criteria; Elementary Secondary Education; Evaluation; Group Dynamics; Guides; *Models; *Needs Assessment; *Task Analysis; Workbooks
IDENTIFIERS Rank Order

ABSTRACT

Six models for setting priorities are presented in a workbook format with exercises for evaluating or practicing five techniques. In the San Mateo model one sets priorities, clarifies priority purpose, lists items, determines criteria, lists items and criteria on a rating sheet, studies all information on items, rates each item, tallies results, and sets priorities in rank order. A detailed example and exercises using the model are provided. The second model, developed by Larry Horyna and John Warden (University of Oregon), is a simulation designed specifically for school community councils. In this model group consensus is used in prioritizing. Lockheed Missile and Space Company has developed a form for setting priorities that is presented as the third model in a slightly modified format. In this model rating is done with a five-point scale using three criteria. The fourth model is the Q Sort, in which items are listed on individual cards and sorted by criteria. The Los Angeles County model was designed to be used with needs assessment, and the outcome is a criticality list closely related to priority. The sixth model is the Alameda County Process, in which priorities are decided in a group process using a relative value chart and paired weighting sheet. Detailed examples of the process are provided. (MD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

san mateo county office of education

ED238120

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. R. Kent

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

setting priorities:

a handbook of alternative techniques

EA 016 213

setting priorities: a handbook of alternative techniques

by

Nelson C. Price, Ed.D., Director
San Mateo Evaluation Improvement Center
(EIP)

san mateo county office of education
333 MAIN STREET · REDWOOD CITY, CA 94063 · (415) 364-5600

J. Russell Kent, Superintendent of Schools

June 1, 1978

TABLE OF CONTENTS

Introduction 1

Critique An Actual Assessment Used To Set Priorities
Exercise # 1 4

The San Mateo Model: Steps In Setting Priorities
Examples 8

Determining Priorities Among Educational Goals Using The San Mateo Model: A Simulation
Exercise # 2 19

Recommendations To Make Evaluations More Effective
Exercise # 3 31

Horyna and Warden Process: Priorities and School Community Councils
Exercise # 4 35

Lockheed Missile and Space Company Procedure: Setting Individual Job Priorities
Exercise # 5 39

The Q Sort 42

The Los Angeles County Procedure: Establishing Goal Criticality 44

The Alameda County Process: Establishing Student Competencies 46

Conclusion 59

ESTABLISHING PRIORITIES

Introduction

It is seldom possible, because of financial limitations or other factors, to do at one time everything one would like to do. Therefore, it is usually necessary to set priorities. Declining enrollments, decreased support for schools, failure of local tax elections, the erosion of available resources caused by inflation, and other factors are increasing pressure on school districts to eliminate or curtail programs and services. This forces the setting of priorities.

This monograph is prepared with two objectives in mind:

- To provide the basis for a workshop, to familiarize participants with various techniques for the systematic setting of priorities. It is not meant to be read from cover to cover.
- To enable the practitioners to select and use one particular technique for setting priorities in connection with a given assignment.

The setting of priorities, using techniques presented in this monograph, provide three distinct advantages:

- They provide a way to standardize on one common numerical scale consideration of several criteria which may not appear related.
- They provide a means for reaching closure after systematic input from many people.
- They provide a way of avoiding giving excessive weight to "authority figures" or convincing talkers.

To achieve these objectives, this monograph presents six techniques by which priorities can be systematically established. Before going further, let's discuss a few definitions:

PRIORITY: Webster defines a priority as, "something given precedence over others...something to be given prior attention."

DETERMINING PRIORITIES: The process by which decisions are made concerning which items are to be given "precedence or prior attention."

ASSESSMENT: Webster defines assessment as the process of "establishing the importance or value" of something. In the literature, therefore, the term "assessment" is sometimes substituted for either determining priorities or evaluation. In education, "assessment" usually refers to the collection of information on which decision-makers make their value judgements. In this monograph, it is used in this latter sense.

Assigning top priority to one item among many does not necessarily mean determining its "importance." Importance is a function of time, place, and situation. Let's use, as an example, a set of educational goals. It must first be recognized that all the goals of the schools are important, or they shouldn't be listed. However, in one situation, the goal of a saleable skill might be the most "important" of the goals of the school. In another situation, even on the same day, possession of physical health could assume that spot. What is meant by establishing priorities among educational goals, recommendations, or activities is deciding where major or extra resources should be assigned in relation to allocations for other purposes (high priority),

or determining which programs to reduce (low priority). It is possible that some very important items may not need extra attention, while others may even have to be eliminated. Setting priorities is one type of decision-making, the decision to give items some precedence over others.

Before going further, let's examine an actual report of an assessment made for the purpose of helping to set school district priorities to see what lessons can be learned from it. This report has been converted into an exercise for participants.

EXERCISE # 1

Critique An Actual Assessment Used To Set Priorities

Recently, a high school district asked staff, students, and parents to provide information to aid in making priority decisions regarding future budget allocations. They called it a "program assessment." The following Pages 6-7 are a portion of the report of results. The section reproduced here is limited and covers only the percentages of "very important" (spend more) ratings. The full report also included responses on "important" (spend the same amount), and "less important" (spend less).

The purpose in having participants critique this report is to highlight the problems which can arise in conducting surveys for this purpose. No comparison or answer sheet is provided, so participants have maximum flexibility in noting strengths and weaknesses.

List below recommendations on priorities, if any, you would make to the superintendent after studying these data. After participants have examined the report and made notes, the workshop facilitator will conduct a discussion to share information.

1.

2.

3.

4.

List below errors or questions which are indicated in the survey procedure by this report.

1.

2.

3.

4.

Note: The following two pages of the report are reproduced exactly, except for deletion of ten items. Contents of this report indicate the contents of the questionnaire.

High School District
Program Assessment Results
(Results from 2,047 Responses)

Item 1 - Very Important (spend more) Date:_____
(Figures in percentages of responses)

	Student	Certif.	Parent	Classif.	All
2. English courses	42	68	72	66	59
3. Foreign languages	12	21	22	9	16
4. Mathematics	37	54	66	53	51
5. Science	31	40	44	29	36
6. Social studies	28	37	38	31	33
7. Reading	58	77	63	71	66
8. Arithmetic	48	72	56	69	59
9. Fine arts	14	13	9	9	12
10. Performing arts	16	15	9	10	13
11. Agriculture	13	10	11	14	12
12. Business education	26	34	35	38	32
13. Homemaking	14	21	15	20	17
14. Technical skills	29	37	33	36	33
15. P.E. classes on campus	27	18	22	16	22
16. P.E. classes off campus	19	7	6	3	11
17. P.E. classes outside district	29	7	8	7	15
18. Boys athletics	36	18	29	25	28
19. Girls athletics	39	15	25	21	27
20. Mentally retarded	51	31	25	34	37
21. Educationally handicapped	53	37	30	45	42
22. Gifted	34	29	26	27	30
23. Bilingual or non-English speaking	30	25	15	23	24

Program Assessment Results
(continued)

		Student	Certif.	Parent	Classif.	All
24.	Continuation school	30	40	18	31	30
25.	School-age mothers	21	13	10	14	15
26.	Driver education	39	13	27	22	27
27.	Career planning and decision-making	54	28	35	27	39
28.	Work experience	46	24	31	29	34
29.	Bus transportation to and from school	36	15	20	27	26
30.	Special trips	41	10	15	18	24
31.	Library services	21	29	30	21	26
32.	Counseling and guidance	34	23	24	30	29
33.	Nurse's services	16	15	14	14	15
34.	Data processing	13	9	8	10	10
35.	Student attendance services	10	20	13	15	14
36.	Programs to assist integration	17	13	17	19	16
37.	Home teaching	30	13	19	21	22
38.	Summer school	19	12	14	7	15
39.	Inservice training	15	9	10	11	12
40.	Sabbatical leave	11	30	6	7	14
41.	Management and evaluation of personnel	27	10	28	21	22
42.	Super. of Instruction	21	12	29	19	20
43.	Classroom aides	25	41	21	23	28
44.	Clerical/Instructional supplies	19	30	19	14	21
45.	Textbook/Instructional supplies	35	42	38	23	36
46.	Replacement of equipment	30	30	19	12	25
47.	Curriculum development	34	20	13	8	22
48.	Program evaluation and research	31	10	15	13	19

THE SAN MATEO MODEL

Steps In Setting Priorities

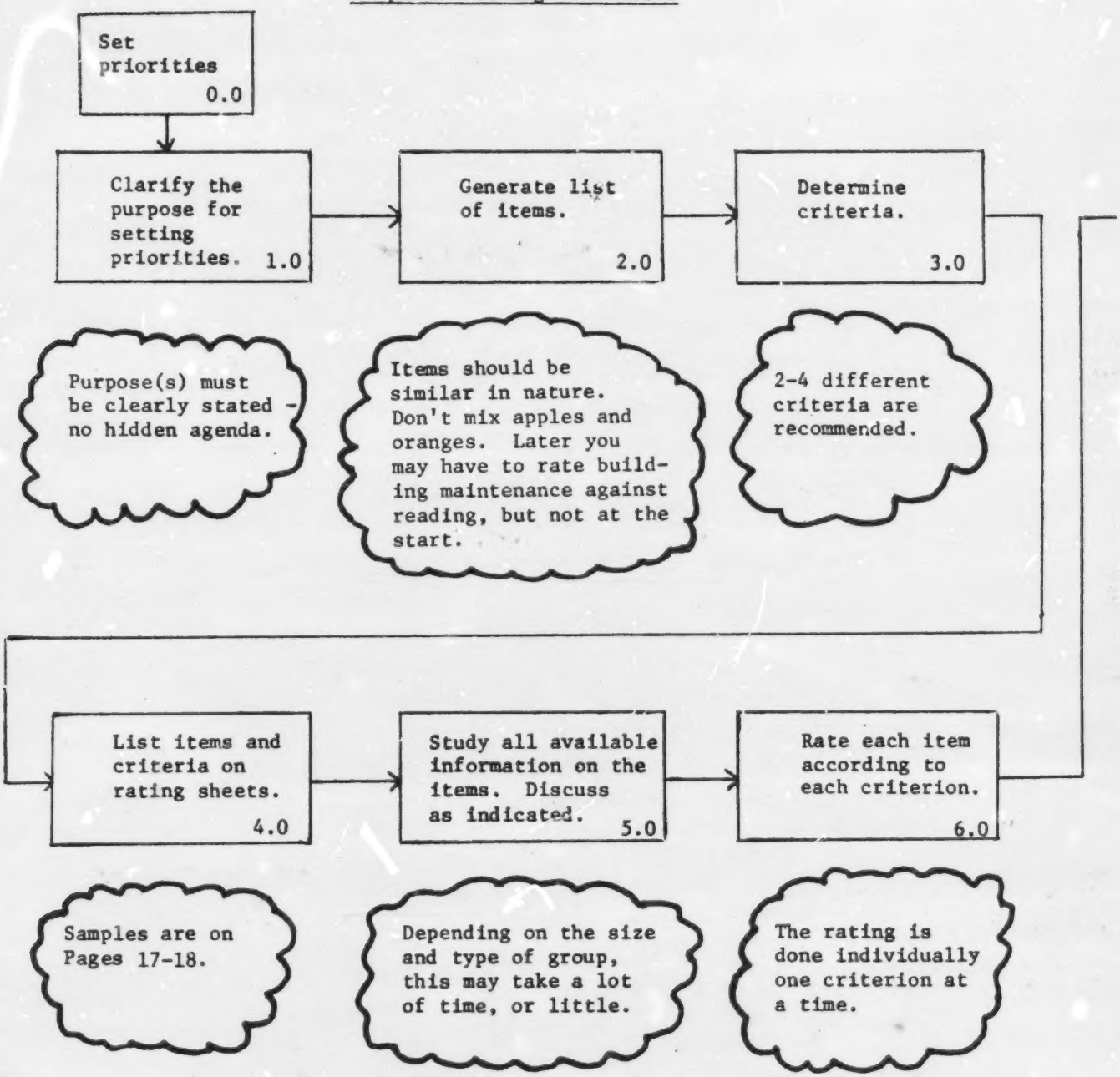
There are many ways for setting priorities, ranging from emotional reaction to method-means analysis. There is no one "right" way. However, the method chosen should be systematic and should be as information-based as is practical. To make the best possible determination, multiple criteria should be considered. In this way, the setting of priorities, which is in fact making a decision, can be most effectively done.

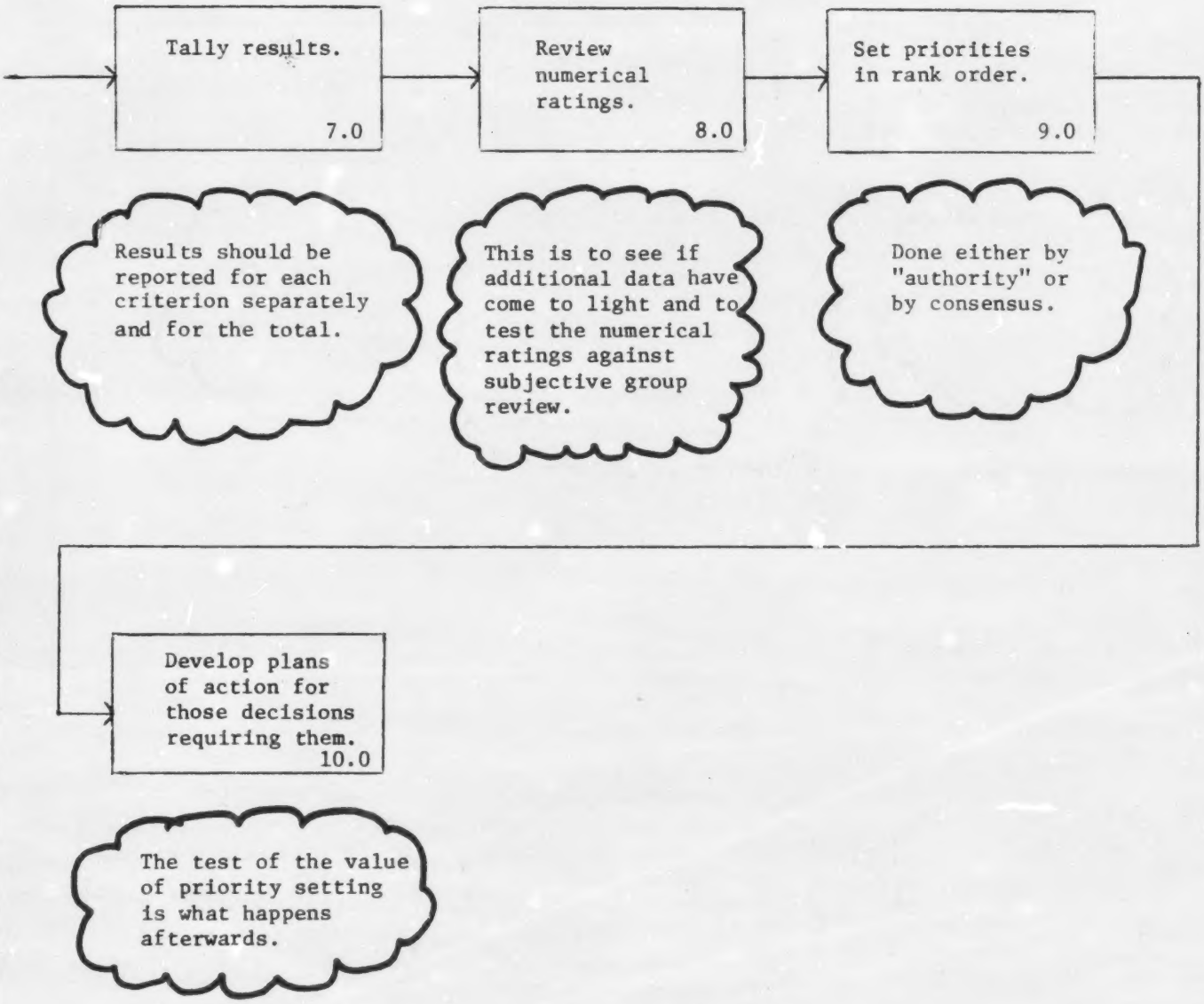
The following method of identifying high or low priorities draws on successful experience in both education and industry. It is especially effective in quickly obtaining individual input from each member of a group, and in getting a preliminary consensus without extensive initial discussion. However, the pooling of all information available is an important part of the process. We are calling this process the San Mateo Model.

This model and the one from Alameda County are presented in considerable detail. They are the most comprehensive. Furthermore, by explaining these two in detail, various steps which overlap the other models (i.e., generating the list of items to prioritize) need not be repeated.

San Mateo Model

Steps in Setting Priorities


Set priorities 0.0
Clarify the purpose for setting priorities. 1.0
Generate list of items. 2.0
Determine criteria. 3.0
Purpose(s) must be clearly stated - no hidden agenda.
Items should be similar in nature. Don't mix apples and oranges. Later you may have to rate building maintenance against reading, but not at the start.
2-4 different criteria are recommended.
List items and criteria on rating sheets. 4.0
Study all available information on the items. Discuss as indicated. 5.0
Rate each item according to each criterion. 6.0
Samples are on Pages 17-18.
Depending on the size and type of group, this may take a lot of time, or little.
The rating is done individually one criterion at a time.


Tally results.
7.0
Review numerical ratings.
8.0
Set priorities in rank order.
9.0
Results should be reported for each criterion separately and for the total.
This is to see if additional data have come to light and to test the numerical ratings against subjective group review.
Done either by "authority" or by consensus.
Develop plans of action for those decisions requiring them.
10.0
The test of the value of priority setting is what happens afterwards.

The Item List And Criteria

There are several areas in which school districts often establish priorities. Unless the "charge" to the priority setting group specifies the areas to be prioritized, it may be necessary for the group to determine which type of list or which area they should work with. Typical clusters of items include:

- The curricular programs or subject areas (language arts, social science, music, etc.)
- Management or institutional programs or services (personnel, building maintenance, etc.)
- Pupil support services (counseling, health, attendance, etc.)
- Concerns or problems (enrollment, boundaries, integration, staff morale, interpersonal communications, etc.)

After selecting the <u>type</u> of items, develop lists and record them on the worksheet (see Page 13). All participants must list items in the same order, and <u>none may be added or deleted after the rating starts</u>.

Now select criteria. Priorities are sometimes established taking into consideration one criterion only. Frequently used, but seldom mentioned, criteria include:

- political expediency
- group hysteria
- warm feelings

However, a more appropriate list to choose from might include:

- number of students affected
- emotional impact
- immediate criticality
- appropriateness
- long-range value
- practicality
- attainability
- comprehensiveness
- impact on other programs

It is usually wise to select two or more criteria, but not more than four. Three have been most frequently used. The criteria should also be entered on the worksheet in the "criteria" columns 1, 2, and 3.

Now let's see how these steps in setting priorities were actually applied in two examples. Pages 14-16 show an analysis of the process. Step nine lists the priorities as actually determined. Pages 17-18 contain the actual tally of ratings which formed the basis for establishing these priorities. The time actually consumed by each step is indicated.

Following the examples are two exercises (one starting on Page 19 and a less complex alternative on Page 31) in priority setting. These exercises represent one way to involve people in the planning function of which priority setting is one phase.

WORKSHEET ON PRIORITIES

(See Pages 17 and 18 for a filled in copy of this sheet)

	CRITERIA				
LIST OF ITEMS	1.	2.	3.	TOTAL	RANK
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

The group will determine the criteria for ranking need. Using these criteria, each participant will give each need a "1", "2", or "3" rating with "1" meaning high priority and "3" low priority. Lowest total score receives the highest rank.

Two Examples Of Setting Priorities

	Example A	Time	Example B	Time
Steps in setting priorities.	Participants Assistant Superintendents for Instruction for school districts in a Bay Area county, October, 1974.		Participants Principals and other administrators in an elementary school district, October, 1974.	
1. Clarify purpose.	To identify areas of district need for service which are appropriate for the Education Division of the County Office.	5 min.	To identify areas on which the administrators in the district should place a major empahsis during 1974-75.	5 min.
2. List items to be prioritized. Agree on the list.	A preliminary list came from recommendations of a county office "Client Survey." Four small groups each listed items on large pads of paper.	20 min.	Three small groups each listed items on large pads of paper. Sheets were posted on the wall and items numbered, eliminating duplication.	20 min.
3. Determine criteria.	Suggestions were listed on a chalkboard after discussion. The two criteria selected were "criticality of district need" and "appropriateness for the Education Division for the County Offices."	10 min.	Same except four criteria selected were: "criticality, attainability, long-range importance, and emotional impact."	10 min.

	Example A	Time	Example B	Time
4. Individually list items.	Items were listed on each individual worksheet in the order numbered on the wall.	5 min.	Same	5 min.
5. Study all available data.	Results of a county-wide client survey were presented in detail.	10 min.	All participants already were aware of most data. The superintendent gave a progress report on several items.	10 min.
6. Rate items.	Each person worked independently rating each items on a three-point scale against two criteria.	10 min.	Same except that four criteria were used.	20 min.
7. Tally items.	This was done by an outside facilitator after the meeting.	30 min.	This step was performed by one member of the group after the meeting.	60 min.
8. Report back and discuss.	The report was given orally and in writing at the next monthly meeting. Extensive discussion followed, and a more refined list was developed.	75 min.	Results were reported back in writing at the next meeting. Time was not available for discussion. However, at a later meeting, discussion took place.	120 min.

	Example A	Time	Example B	Time
9. Priorities determined.	Of the top five items on the mathematical ranking, two related ones were combined into one; the other three were also related and were combined. A third one (inservice education) was added because of the high need. Thus, the group's priorities for the year were: 1. Evaluating books and other instructional materials and revising state laws related thereto. 2. Program evaluation, including designing testing programs and communication results. 3. Coordinating, planning, and implementing inservice training activities.		In the intervening time, the superintendent resolved the duplication problem. The leading program was implemented and new problems arose in interpersonal communication. As a result, the priorities agreed upon for the year were: 1. Improving staff evaluation. 2. Building staff morale. 3. Evaluating educational programs. 4. Communication and feedback.	

Total time for this activity:

Group work	2 hr., 45 min.
Tally by the facilitator	30 min.

Total time for this activity:

Group work	4 hr., 10 min.
Tally by the Assistant Supt.	60 min.

See the next two pages for the results of tallys for Examples A and B.

EXAMPLE A

Rating of Services of the Education Division
of an Office of Education by District Personnel

Type of Service or Topic (as listed by participants)	CRITERIA: Criticality of District Need		Appropriateness of County Office Education Division		TOTAL	RANK
	Total* Score	Rank	Total Score	Rank		
1. Providing county services based on district need rather than size.	27	16.5	18	5.5	45	12
2. Informing middle management of budget procedures.	25	14	20	9	45	12
3. Disseminating exemplary curricular programs.	28	18	21	13	49	17
4. Continuing services of the Gifted Resources Center.	26	15	20	9	46	14
5. Legal guidelines on use of para-professionals.	23	10.5	22	16	45	12
6. Reorganization of intermediate/ junior high school.	27	16.5	25	20	52	18
7. Communicating the testing program and its results.	20	6	20	9	40	7
8. Developing Teacher Learning Centers.	24	12.5	18	5.5	42	9
9. Program evaluation/evaluation models.	14	2	16	3.5	30	3
10. Inservice for teachers/staff development.	18	4	21	13	39	4.5
11. Inservice for administrators/ administering change.	22	8.5	24	18.5	46	14
12. Procedures for working with advisory groups.	22	8.5	22	16	44	10
13. Coordination of vocational education programs (ROP).	35	20	21	13	56	20
14. Coordination with community colleges.	31	19	24	18.5	55	19
15. Designing testing programs/State testing.	20	6	20	9	40	7
16. Promoting revision of the textbook law (AB531).	16	3	13	1	29	2
17. Evaluating books and other instructional materials.	13	1	15	2	28	1
18. Developing group leadership skills/ achievements.	24	12.5	22	16	46	14
19. Increasing leverage at State level.	23	10.5	16	3.5	39	4.5
20. Cooperative planning.	20	6	20	9	40	7

Using these two criteria, give each service a "1", "2", or "3" rating with "1" meaning high priority or appropriateness and "3" low priority or appropriateness. Lowest total score receives the highest rank.

*12 participants

EXAMPLE B

RATINGS OF CONCERNS BY THE ADMINISTRATIVE STAFF
OF A SCHOOL DISTRICT

PROBLEM OR ISSUE	Criticality		Attainability		Long Range Significance		Emotional Impact		TOTAL	
	Total Score	Rank	Total Score	Rank	Total Score	Rank	Total Score	Rank	Score	Rank
1. Duplication Facilities	15*	1	18	2	29	14	15	1.5	77	4
2. Administrative relationships with Teachers Assn.	23	8.5	30	13	17	7.5	21	6.5	91	9
3. Communications and feedback system	23	8.5	22	6	16	5	22	8	83	6.5
4. Staff morale	19	3.5	23	7	15	2.5	16	3	73	2
5. Reading improvement	21	5.5	21	4.5	15	2.5	21	6.5	78	5
6. Teacher-Parent relationships	32	14	26	11.5	19	10.5	23	9.5	100	12
7. Maintenance of buildings	27	11	25	9	19	10.5	30	13	101	13
8. Evaluation of programs	19	3.5	21	4.5	16	5	19	15	75	3
9. Staff evaluation	18	2	18	2	14	1	15	1.5	65	1
10. Achievement test scores	21	5.5	27	12	16	5	23	9.5	87	8
11. How to involve community	31	13	25	9	22	13	29	12	107	14
12. Budget priorities	26	16	25	9	18	9	25	11	94	10
13. Planning in-service	29	12	18	2	20	12	31	14	98	11
14. Goals and objectives	22	7	26	11.5	17	7.5	18	4	83	6.5

Using these four criteria, give each service a "1," "2," or "3" rating with "1" meaning high priority or appropriateness and "3" low priority or appropriateness. Lowest total score receives the highest rank.

*14 participants

EXERCISE # 2

The following simulation lets you participate in a priority setting exercise following the steps described. This is a fairly comprehensive simulation. A more abbreviated exercise starts on Page 31. For this exercise, we have created the Bolton Elementary School in Grassville.

Determining Priorities Among Educational Goals
(A Simulation)

Grassville is a suburban community located between a large industrial city and an extensive agricultural area. The 13% black population is spread throughout the community, as is true of half of the 20% Chicano population. The other half of the Chicano group lives in a "Barrio."

The 9,000 pupils are housed in five elementary schools, one junior high school, and one high school. 60% of the students enroll in post high school educational institutions.

Bolton Elementary School is one of the K-6 schools in the district. Below are listed the five groups which influence school (and district) policy:

Strong teacher's group which reviews and comments on all major policy decisions by administration and board.

Active parent advisory council with strong representation from Chicano community.

A 3-3 conservative-liberal split on the Board, with one member who votes with either group, depending on the issue.

A press which features all controversy and is considered by some to be hostile to the school and district.

Three or four articulate parents who are not members of any group, but make their influence felt whenever school policy affects their children.

The Grassville Educational Program

Grassville has adopted ten goals of education. The Board has defined each of these as a program. The Board has further directed that progress toward each program be evaluated and the data be collected and reported by the fall of 1979, so that budget and curricular priorities for the 1980-81 school year can be made in March, 1980. A copy of the goals is attached.

Following the statement of goals are a few of the facts which the program evaluation and other sources have generated.

Your Task

To recommend priorities for the allocation of $20,000 of discretionary funds to not more than two of the ten programs.

In using these data, you will take the following steps:

1. **Examine the criteria to be used for recommending priorities. Be sure that you have a clear understanding of what each criterion means. Some possible criteria are listed on Page 11.**

2. **Individually rate each of the ten goals according to each of the criteria following the instructions on page 25ff. To simplify the exercise, the criteria of immediate criticality, long-range value, and practicality are suggested. Others may be substituted. Summarize your results on the chart on Page 27.**

3. **Tally on the wall chart which will be provided the number you have in the "total" column on Page 27. It will be not less than three nor more than nine for each goal.**

4. **Break into small groups to discuss the ranking, decide on the priorities, and write the rationale for the decisions.**

Now read the information about each goal, then rate each of the goals according to each of the criteria, and record your results.

Grassville

Complete Statement Of The Ten Goals

1. To develop saleable skills, understandings, and attitudes that make the worker an intelligent and productive participant in economic life.

2. To develop and maintain good health and physical fitness.

3. To understand the rights and duties of a citizen of a democratic society, and to be diligent and competent in the performance of them.

4. To understand the significance of the family for the individual and for society and the conditions conducive to successful family life.

5. To know how to purchase and use goods and services intelligently.

6. To understand the facts and methods of science and the influence of science on human life.

7. To develop their capacities to appreciate beauty in literature, art, music, and nature.

8. To be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfaction to the individual with those that are useful to society.

9. To develop respect for other persons, to practice more frequently ethical values and principles, and to be able to live and work cooperatively with others.

10. To grow in the ability to think rationally, to express thoughts clearly, and to read and listen with understanding.

Our program evaluation and other data show that:

Goal 1: Saleable skills

90% of program objectives in the cognitive domain, 96% in the psychomotor domain, and 62% in the affective domain were met.

78% of the students wanting jobs secured them, but half of the employed students were released within six weeks. The parent advisory committee has petitioned the Board for expanded career education.

Goal 2: Health and fitness

76% of the program objectives in both affective and cognitive areas were met.

Illness absences in the second semester were double the first semester for the year. This was 24% higher than the past year. There was no known serious epidemic.

The incidence of accidents among students rose 15% over last year.

The press has featured stories on the outbreak of cases of venereal disease in the community.

The increase in dental caries was statistically significant.

Goal 3: Citizenship

The schools give a citizenship test to 8th and 11th graders. The average score was within expectancy; however, the curve was bimodal.

The three conservative Board members and the teachers' association want tougher discipline.

Incidence of vandalism on campus as measured by dollar amounts dropped 17% over the previous year.

Juvenile arrest rate in the community increased, but there were no significant differences between ethnic groups.

Goal 4: Understanding of and skills for family life

3% of instructional time in the elementary school and 1% in the junior/senior high schools was spent on family life-related instruction.

50% of the instructional objectives in this field were met.

Runaways increased 32% over last year, and illegitimate pregnancies among students increased 28%.

A vocal, but small, community group opposes family life education. It is suing the Board.

Goal 5: Consumer Education

.6% of instructional time overall was spend in this area.

High school objectives in the consumer education class were met, but there were no other objectives identified in this subject area in other courses.

No other data are available.

Goal 6: Science

Awards won by elementary school students in science fairs doubled.

Secondary students increased their average scores on a standardized science test.

15% of elementary instruction time was in science.

One year of science is required for high school graduation.

High school registration provides for a schedule of five classes of general science, but only one of biology, one of chemistry, and one every other year for physics.

Goal 7: Appreciate beauty

10% of the instructional time in the elementary school is devoted to art and music. Half of the junior high pupils participate in one of these courses or extra curricular activities, and 10% of the high school students also share these experiences.

The high school marching band wins extensive trophies in competition.

The three liberal Board members want an expanded K-6 arts program.

The staff says that it cannot evaluate student success in the fine arts and that it has no other data.

Goal 8: Wise use of leisure time

15% of the students (above grade 4) participate in one or more extra curricular activities.

Student councils in both junior and senior high schools request more carryover-type recreational experience.

Grassville has four Little League teams, a recreation program for senior citizens, and a church basketball league for high school age.

The local newspaper devotes more column inches to school sports than all other educational topics combined.

Goal 9: Respect for others

Discussions in all elementary school classes and homerooms indicate concern about this area.

The incidence of reported "fights" between individuals has increased 20% over last year.

The student councils in the junior and senior high schools wrangle constantly and decide little. They blame lack of staff leadership and understanding.

Teachers say the students come to school with a bad attitude toward other people. They have few objectives in this area because they say you can't measure the results.

A community survey showed that "lack of respect for others" and "vandalism" were the two top concerns about the educational program. There was a 20% response on a stratified random sample.

Goal 10: Ability to think, read, talk, and listen

Elementary students scored high in standardized tests in reading and math.

High school students must pass a math proficiency test prior to graduation.

The "public" complains that graduates can't read, spell, or compute. This rated third from the top in the community survey.

Of the 500 teachers in the district, 42 have included specific objectives in oral communications. All of these 42 teachers presented data to show that their objectives had been met.

26 teachers had objectives dealing with "rational thinking." Half of these teachers presented data indicating that their criteria had been met.

There were no curricular objectives in learning to listen.

Individual Rating

Step 1: Referring to the ten goals of the Grassville Unified School District, rate each one on the chart below in order of immediate criticality. The determination of immediate criticality may reflect the results of a needs assessment, if one has been conducted. "How critical is it to reach the goal as soon as possible?" Rate goals which you consider to be of high criticality as number 1; moderate as number 2; or of lower criticality as number 3. Base your rating on your perception and/or data on pupil needs in your district. More than one goal may be given the same rating.

For this exercise, the criteria of immediate criticality, long-range value, and practicality are used. These are only sample criteria. You may wish to use others.

Goal	Immediate Criticality (1, 2, or 3)
1. Saleable skills	
2. Health and fitness	
3. Citizenship	
4. Understanding of and skills for family life	
5. Consumer education	
6. Science	
7. Appreciate beauty	
8. Wise use of leisure time	
9. Respect for others	
10. Ability to think, read, talk, and listen	

Step 2: Which of these goals will have the greatest long-range values to your pupils? Again, rate the ten goals based on your analysis of the many factors which add up to long-range value to students in your district or situation?

Goal	Long-range Value
1. Salable skills	
2. Health and fitness	
3. Citizenship	
4. Understanding of and skills for family life	
5. Consumer education	
6. Science	
7. Appreciate beauty	
8. Wise use of leisure time	
9. Respect for others	
10. Ability to think, read, talk, and listen	

Step 3: What resources do you have, or can you muster, to achieve each goal at a satisfactory level? Rate each of the goals in terms of your ability to secure and allocate resources for its achievement. On the chart at the right, use the same 1-2-3 rating: 1 indicates that resources are, or are potentially, available. Consider such items as available funds, staff expertise, facilities, etc. These affect attainability.

Goal	Attain-ability
1. Salable skills	
2. Health and fitness	
3. Citizenship	
4. Understanding of and skills for family life	
5. Consumer education	
6. Science	
7. Appreciate beauty	
8. Wise use of leisure time	
9. Respect for others	
10. Ability to think, read, talk, and listen	

We are now ready to summarize the rating of priorities. Record your three ratings from the previous pages on the chart below.

Goal	Immediate Criticality Rating	Long-Range Value Rating	Attainability Rating	Total Score	Priority Rank
1. Salable skills					
2. Health and fitness					
3. Citizenship					
4. Understanding of and skills for family life					
5. Consumer education					
6. Science					
7. Appreciate beauty					
8. Wise use of leisure time					
9. Respect for others					
10. Ability to think, read, talk, and listen					

It is logical to assume that you would usually place top priorities on the programs or activities, which in the "total" column receive the lowest score. However, a variety of other factors may cause you to assign top priority to the second or third lowest score. In doing so, you should bring to bear all data available to each member of the group. If you have information of sufficient validity and scope, in addition to that already presented, you may be able to justify a shift from the numerical ranking. For example, test data or attendance figures may be in the process of development. These could radically change the "immediate criticality" rating. A final decision might await this information.

Now divide into small groups and discuss the following questions:

1. Do we have any facts which will cause us to question the mathematical rankings?
2. Do you want to weigh one criterion more or less than another? (If so, do it.)
3. What is the rationale for your recommendation?

In the space on Page 27, try summarizing the results of your discussion. Use one of the next two sheets for each of your two top priorities.

- - - - - - - - - - - - - - - - - - -

On Pages 31-33 is Exercise #3. This is a shorter and less complex exercise in priority setting and may be used as an alternative to the lengthier Exercise #2. Note that it, too, is based on an actual situation modified for purposes of this exercise. The list of items (recommendations) has been prepared for you. The group should decide on its criteria and then proceed as previously outlined to prioritize them.

First Priority Program

Copy below your top priority program. This will be allocated $10,000 in extra funds. Indicate in a paragraph those factors which led to your decision, including the group ranking. In other words, state your rationale or justification for setting it as a top pricrity. Assume that you are presenting this justification for your priority recommendation to your Board of Education.

PROGRAM: _____

_____

_____

_____

_____

RATIONALE FOR ASSIGNING TOP PRIORITY: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Second Priority Program

Copy below your second priority program. This will also be allocated $10,000 in extra funds. Indicate in a paragraph those factors which led to your decision, including the group ranking. In other words, state your rationale or justification for setting it as a top priority. Assume that you are presenting this justification for your priority recommendation to your Board of Education.

PROGRAM: _____

_____

_____

_____

_____

RATIONALE FOR ASSIGNING SECOND PRIORITY: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

EXERCISE # 3

Setting Priorities

This exercise uses exactly the same steps and techniques as Exercise #2 on Page 19. It is included here as a less complex example of the San Mateo Model.

On April 4th and 5th, 1974, the California Joint Legislative Committee on Educational Goals and Evaluation sponsored a workshop on the coordination of evaluation efforts within the State. One of the discussion tables generated the statements listed below. These then had to be narrowed down by the participants to three top priority items. This exercise asks you to help do this.

Recommendations to Make Evaluation More Effective

Recommendations for next year:

1. Make greater use of sampling techniques.
2. Conduct long-range longitudinal studies on the effects of programs on students.
3. Pilot or field test evaluation procedures before adoption.
4. Provide in-depth training programs to develop evaluation skills.
5. Involve all (or their representatives) persons to be affected by evaluation in the planning of it.
6. Communicate the results of evaluation to all who participated or are affected by it.
7. Use results of evaluation to recognize or acknowledge success, as well as to improve programs.
8. Insist that all evaluations result in change, if the results indicate the need to do so.
9. Coordinate all educational evaluation to avoid conflict and duplication.
10. State or federal agencies requiring evaluation activities should subsidize the cost.

Individual Participant Worksheet

Recommendations to Make Evaluation More Effective

(A)	(B)	(C)	(D)	(E)	(F)
	CRITERIA				
RECOMMENDATIONS FOR NEXT YEAR				SCORE	RANK
1. Make greater use of sampling techniques.					
2. Conduct long-range longitudinal studies on the effects of programs on students.					
3. Pilot or field test evaluation procedures before adoption.					
4. Provide in-depth training programs to develop evaluation skills.					
5. Involve all (or their representatives) persons to be effected by evaluation in the planning of it.					
6. Communicate the results of evaluation to all who participated or are affected by it.					
7. Use results of evaluation to recognize or acknowledge success, as well as to improve programs.					
8. Insist that all evaluations result in change, if the results indicate the need to do so.					
9. Coordinate all educational evaluation to avoid conflict and duplication.					
10. State or federal agencies requiring evaluation activities should subsidize the cost.					

Using selected criteria, give each recommendation a "1", "2", or "3" rating, "1" meaning high priority and "3" low priority. Lowest total score receives the highest rank.

Now tabulate the results for the total group. Ideally, this is done on a prepared wall chart (see Page 34). Don't record scores until you have discussed question #1 below. Discuss the following questions with the group:

1. Do we want to weight the criteria? If so, do it and adjust the scores accordingly. You now record the scores on the wall chart.

2. Does anyone have any additional information which should be considered? If so, report it.

3. Shall we select the three top priority items by using the numerical ranking only? Either use this method or modify it, based on the data in #2.

When these have been discussed, try to reach a consensus on the three items and record them for the group:

1.

2.

3.

Such a system as just described provides a systematic way of looking at setting priorities:

- It involves those to be affected by the decision
- It considers both opinion and objective data
- It is adaptable to a variety of situations

RECORDING WALL CHART

Item List	Rank	Total Group Score	Individual Total Scores														
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

EXERCISE # 4

Priorities And School Community Councils

As the movement toward school community councils accelerates, and their role expands, they become increasingly involved in setting priorities. The foregoing procedure works well with community councils, as well as with staff. However, Larry Horyna and John Warden[1] of the University of Oregon have developed a simulation designed specifically for school community councils.

The Situation

You have become a member of a school community council which is attempting to provide direction for a school program. The school administrative council has suggested a list of tasks. You must determine which of your tasks deserve top priority.

Instructions: Phase I

This is an exercise in role clarification for school community council members. Your task is to determine the relative appropriateness of various tasks performed by council members. Listed on Page are some tasks which the council members may be asked to perform.

First, place a letter in the "your rating" column to indicate your priority for each of the indicated tasks. Approximately one-third of the tasks should receive a high, one-third a medium, and one-third a low priority rating. Indiate: H - High priority task
M - Medium priority task
L - Low priority task

[1] Larry Horyna and John Warden, University of Oregon, adapted for use in this context.

TASKS	YOUR RATING	GROUP CONSENSUS
1. Study school community problems and issues.	_____	_____
2. Develop action plans around problems and issues.	_____	_____
3. Develop effective communication networks with the community.	_____	_____
4. Establish school community procedures; i.e., building usage.	_____	_____
5. Establish school district policy.	_____	_____
6. Conduct community surveys.	_____	_____
7. Identify and recruit volunteers.	_____	_____
8. Assist in class/activity.	_____	_____
9. Represent the school community council at other community functions.	_____	_____
10. Set program goals and objectives.	_____	_____
11. Assist in evaluation of the school program.	_____	_____
12. Raise funds to support school programs and projects.	_____	_____
13. Publicize school activities.	_____	_____
14. Personally supervise school activities.	_____	_____
15. Develop a council newsletter.	_____	_____
16. Maintain records of council proceedings.	_____	_____
17. Others (specify)	_____	_____

List the 5-6 consensus top priority items. These and perhaps others should now have action plans developed for them.

Second, review all of those tasks which you identified as deserving a high priority (H) for members, and star (*) the one single task which you feel is the most appropriate for school community council members.

Third, review all of those tasks which you identified as deserving a low priority (L) by community council members and place a check (✓) next to the one single task which you feel is the least appropriate for community council members.

Instructions: Phase II

You will then join a small group to reach a group consensus on the list. Consensus is sometimes difficult to reach. Therefore, not every individual or small group ranking will meet with everyone's complete approval. Try, as a member of the group, to make each ranking one on which all members can at least partially agree. Use the same symbols indicating group consensus as you did as an individual. The following are guides to use in reaching consensus:

1. Avoid arguing for your own individual judgements. Approach the task on the basis of logic, research, and knowledge.
2. Avoid changing your mind only in order to reach agreement on or to avoid conflict. Support only solutions with which you are able to agree somewhat.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging, or trading in reaching decisions.
4. View differences of opinion as helpful rather than as a hindrance in decision-making.

Indicate the group consensus in the appropriate column using the same code as for your own rating, including the star and the check.

After tallying the results of the various sub-groups, count the number of (H's) and (L's). Then examine the number of (*'s) and (✓'s) assigned to various tasks. Using a combination of the two types of ratings, select the high priority tasks, those with medium priority, and then examine the low priority list for possible deletion. You may wish to develop action plans on the high priority items using a form similar to that on Page 41.

EXERCISE # 5

Setting Individual Job Priorities

Just as organizations usually need to set priorities, so do individuals. Lockheed Missile and Space Company has developed a form for setting priorities among tasks to be performed by individual staff members. That form has been slightly modified. Here are the steps to take:

1. List the situations/tasks/concerns which you want to prioritize.

2. Rate each item on a "5" point scale on each of the three criteria (seriousness, urgency, growth rate). "5" is the high priority rating. Work vertically down each of the three columns separately (seriousness, urgency, growth rate).

PRIORITIZE: We know that the word is not in the dictionary, but it still communicates.

3. Total the rating score and figure the composite rank order in the columns to the right.

You now have a mathematical ranking, but ---

4. Examine the ranking you gave for each of the three criteria as well as the total ranking. On any one item you may wish to weight one criteria higher or lower. In the column at the left, record your own decision on the priority order in which you should tackle the situations, tasks, or concerns.

Depending on the nature of the items you have listed, you may wish to take three other steps on a separate sheet of paper. On Page 41 is a sample form which can be used to indicate:

- Criteria for success
- Help needed
- Planned completion date

PRIORITIES . . . .

Your own decision on priority order of tasks ↓	Situations/Tasks/Concerns	SERIOUSNESS -What are the various costs of failing to resolve this concern (time, reputation, manpower, morale, money, etc.)? -Who else is concerned about this?		URGENCY (Time) -How much time do I have to resolve this concern? -What will be the consequences if dealing with this concern is delayed?		GROWTH RATE -Is the problem growing in size or intensity? -What does the trend indicate about the size, degree, and intensity tomorrow?		Total Rating	Composite Rank
		Rating	Rank	Rating	Rank	Rating	Rank		

Action Plan On Individual Priorities

Rank Order	Situation/Task/Concern	Criteria for Success	Who Can Help? [1]	Type of Help Needed	Planned Completion Date

1. When the action plan is for program activities rather than individual priorities, this column should be

Q SORT

Description Of A Technique

Another technique which is usable for setting priorities is some variation of a "Q Sort." Details may vary, but the basic steps are as follows:

- Develop the list of items: This may come from a variety of sources. For example, a list of "goals" or a list of "services" or of problems were developed using the small groups.
- Transfer to cards: Once the list is generated, type each item on a card or slip of paper. The list typed on the cards comprise a "deck." Make as many "decks" as there will be people in the exercise.
- Establish criteria: Prior to sorting, everyone in the group should be clear on the criteria. "Importance" is often used as the criterion for "high priority." As has previously been indicated, we think that better criteria are found on the list on Page 11. The criteria should fit the situation. Thus, the criteria might be "long-range value" or "impact on other programs," or both.
- Sort the deck: The first sort is done individually. Each participant is told to sort his "deck" into a certain number of piles (usually five or seven) and to place a prescribed number in each pile according to the priority rating as described by the selected criterion. Ideally, this would approximate a normal curve. Thus, the prescribed piles for a deck of 15 items might look as shown on the next page.

	(highest)				(lowest)
Pile	A	B	C	D	E
Number	2	3	5	3	2

A variation of this is sometimes used by sorting into 3-5 piles of equal size. For example, if there are 15 items, the individual might be instructed to sort the "deck" into three piles of five cards each. One pile, for example, would contain those cards with the highest long-range value, and one with the five lowest on this criterion.

- Refine the sort: With participants now working in groups of 3-5, cards are sorted by group consensus into the required number of piles.
- Combine the groups: The final step can take several forms. Perhaps the easiest is for each group to list its high priority items on butcher paper and post them in front of the group. Those items appearing most frequently then become the highest priority items for the total group.

  Another technique is to have all the items appearing on any of the groups' high priority list put into a single list, duplicated, and returned to the participants for individual ranking. These rankings are then combined on a tally sheet.

- Report results: All participants should receive a copy of the results of the priority setting as they are reported to the requesting authority.

THE LOS ANGELES MODEL:

Establishing Goal Criticality

The Los Angeles Model was designed to be used in connection with needs assessment[1]. The outcome is a criticality list which is closely related to priority. The procedure assumes that two steps have already taken place: first, each goal has been placed on a Goal Importance Scale; and, second, each goal has been placed on a Discrepancy Scale indicating the degree of discrepancy between the desired and the actual level of goal attainment.

Each goal is then placed in the matrix on the next page and the level of criticality determined by placement in the matrix. Thus, a goal that rated nine in importance and eight in discrepancy would be placed in the first box and would probably be the highest in criticality.

Other Adaptations

This Los Angeles model can be adapted for establishing priorities using other criteria. Any two criteria which are considered to be approximately equal in weight can be used on the two sides of the matrix. The ranking of the items in each of the two criteria can be done using a form similar to that on Page 45.

The results of the two rankings are then placed on the matrix and the composite ranking determined.

---

[1] Russell, Plakos, and Cox, Developing a Workable Needs Assessment Model, Office of the Los Angeles County Superintendent of Schools, Pg. 54.

ESTABLISHING CRITICALITY FORM

GROUP _____

A. GOAL IMPORTANCE: SCALE

1.0 2.0 3.0 4.0 5.0 6.0 7.0 8.0 9.0

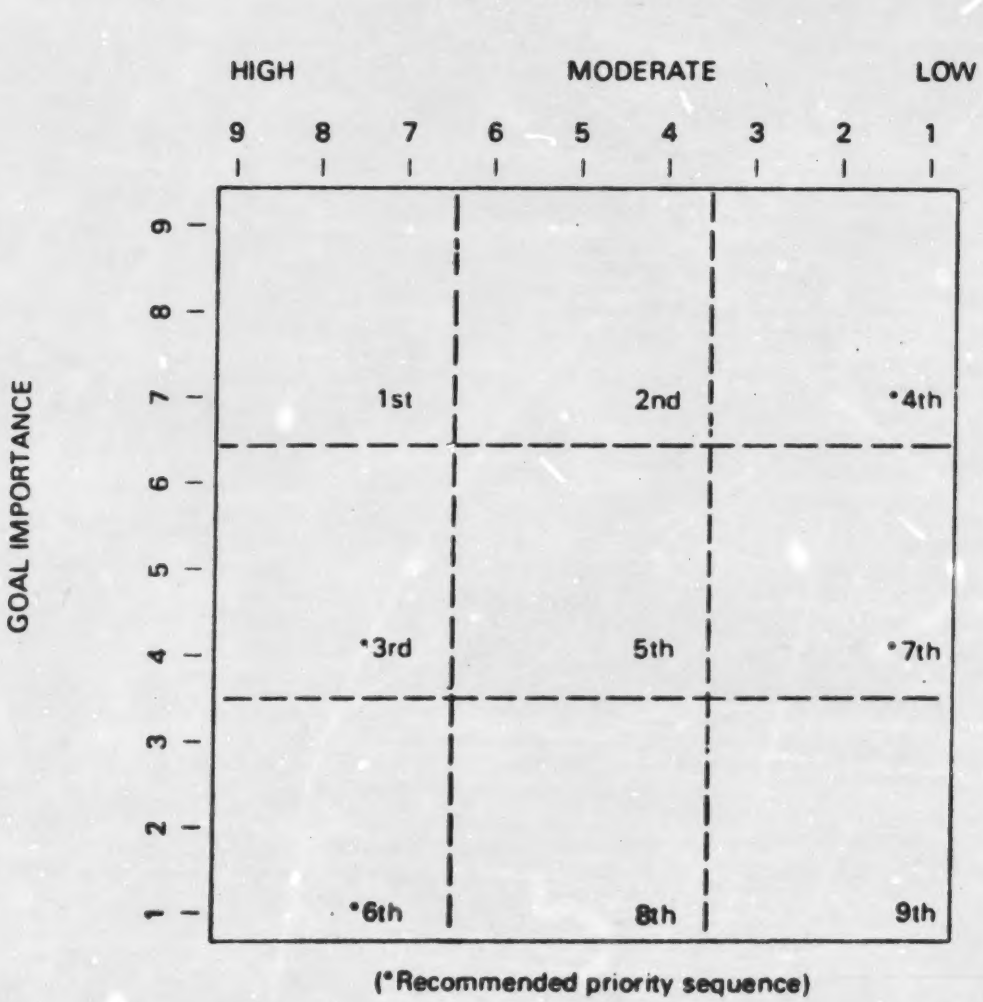
Least — Moderate — Most

B. DISCREPANCY: SCALE

1.0 2.0 3.0 4.0 5.0 6.0 7.0 8.0 9.0

Least (none) — Moderate — Most

C. Criticality Matrix



(*Recommended priority sequence)

THE ALAMEDA COUNTY PROCESS

Establishing Student Competencies

Alameda County has developed a process which is being used for selecting student competencies in relation to AB65. Not only is the process appropriate for this purpose, but also for setting priorities among any list of items. The following may be used as an exercise, or simply as a description of "How to do it."

The Alameda process has been included in their publication, School Community Planning for Competency Requirements.[1] It has been adapted for inclusion here by permission. The process described here utilizes the subject of student competency to develop the list to prioritize. It is important to realize that whatever the contents of the "list," a process of definitions and refinements similar to this one is necessary.

Clarify The Task

The facilitator demonstrates what a competency is by explaining that the intent of the law is to identify what is needed to "function effectively" in the local community. "Functioning" is then illustrated by contrasting nonfunctioning and functioning behaviors. The facilitator continues by suggesting that the task of this session is to start identifying what a high school graduate must be able to do in _____ (reading, writing, or math) in order to function in this community. The facilitator then presents the definition of a competency.

---

[1] Alameda County School Department, Curriculum Division, School Community Planning for Competency Requirements, Office of the Superintendent of Alameda County Schools, 1977, pp. 14-25.

The diagrams below may be converted into overhead transparencies to help clarify the concepts given in the presentation.

The Law

Intent is to identify what is needed to *function* effectively in this community.

Given what it takes to function generally in this community:

Our task is to identify what a high school graduate must be able to do in _____ as a functioning member of this community.

Nonfunctioning	Functioning
May become a ward of the state	Earns a living
Can't feed a family	Takes care of one's children
Can't begin to look for a job	Able to use social services
Can't use social services	Can adapt to job market
Can't hold a job	
Can't rear children	
Can't get along with people	

COMPETENCY: An activity one can perform, such as balancing a checkbook or writing a business letter.

PROFICIENCY: The level of accomplishment or expertise one has in a given competency, such as balancing a checkbook within half an hour or writing a business letter with no errors.

SKILL: The *operative* knowledge or facility that allows one to perform a competency at a given level of proficiency, such as addition and subtraction, punctuation, or vocabulary.

List Competencies

The facilitator asks the participants to form groups of six people. Each group is given a large sheet of newsprint and a flow pen. The group has five minutes of brainstorming to complete the phrase, "We expect all high school graduates to be able to ..." The facilitator posts and clarifies rules of brainstorming, which are contained in the acronym DOVE:

D efer judgment (don't approve or disapprove what people say; don't even judge your own ideas at this point)

O ffbeat (let your suggestions be creative, unusual, or crazy; be uninhibited)

V ast numbers (the goal of brainstorming is *quantity*; get as many suggestions as you can in the time allowed)

E valuate later (a time for debate and judgment will come later)

One person in each group serves as a recorder. The recorder's job is to write all words and phrases suggested during the brainstorming in large, clear letters on the newsprint. The facilitator can further clarify that the task of brainstorming is to answer the question, "What should all high school graduates be able do do in the area of _____ (reading, writing, or math)?

At the end of the brainstorming session, each recorder posts the results of brainstorming by taping the newsprint to the walls of the meeting room.

Clarify The Initial Competencies

It is imperative that everyone understand all items posted from brainstorming. The clarification period is structured so that judgment and opinion will be deferred. The facilitator points to the lists of competencies brainstormed by each group and asks if any suggested competency on the group's list is unclear. Questions are limited to

those seeking clarification only; e.g., "I'm not clear on item #6..." or, "I don't know what you mean by..." (referring to an item on the newsprint).

The author of the item in question is then asked to explain the item. The explanation concludes as soon as the person asking for clarification indicates that the explanation is satisfactory.

Consolidate Competencies

The task now is to draw out the most significant competencies from the brainstormed lists. The facilitator instructs the groups to separate into triads. Each triad has 15 minutes to determine which competencies they believe all high school graduates must be able to master. All three members of the triad must reach consensus before they record any competency on newsprint. The triads may combine, add to, or modify items on the brainstormed lists.

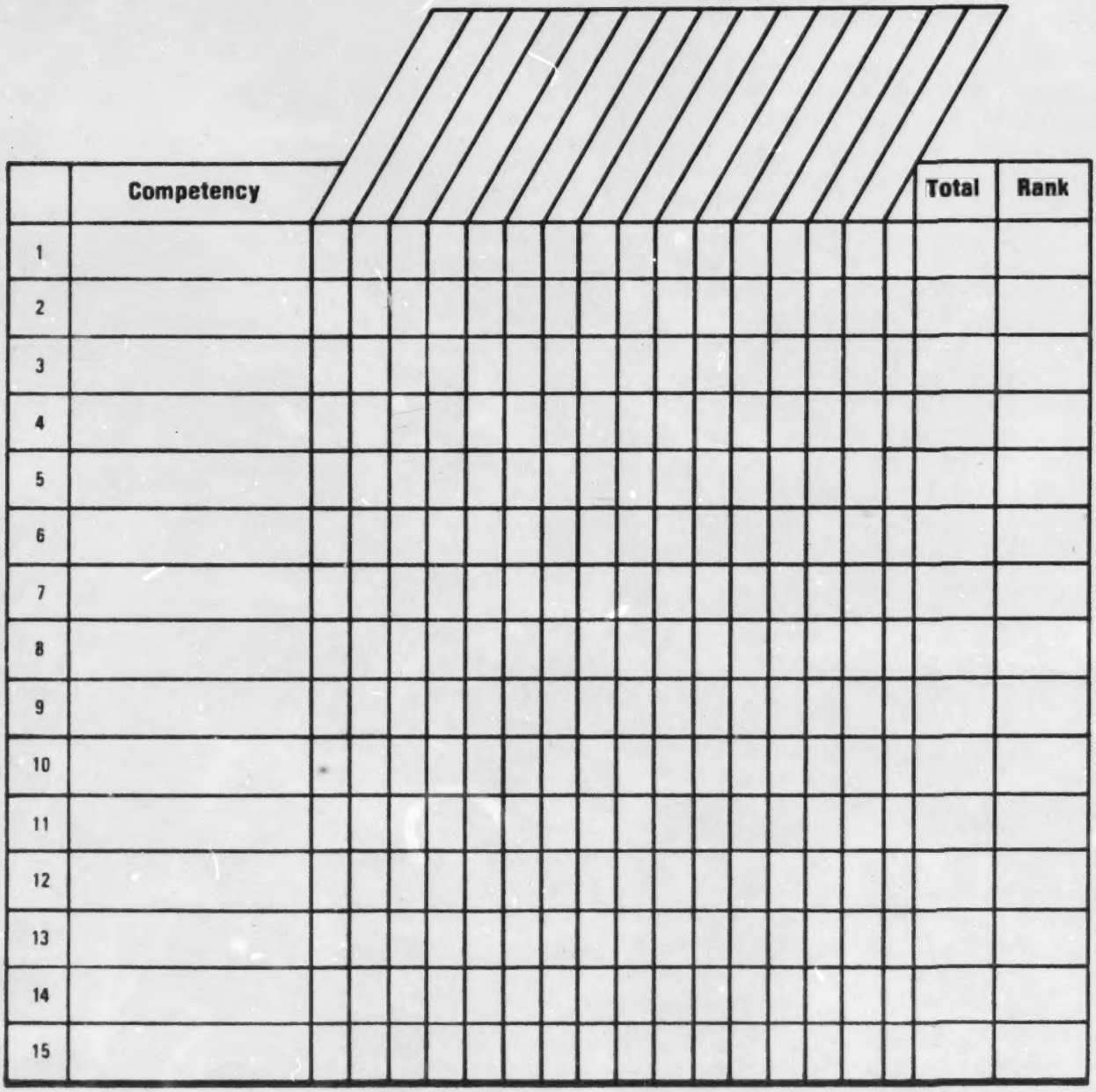
At the end of 15 minutes, the facilitator asks each triad in turn to post and read one of their items to the entire group. As the other triads listen, they cross off the items from their own lists that duplicate items that are being posted and read.

Some negotiating may need to take place if a triad believes that one of its competencies is different in some small but important way from one that has been posted. The two contending triads, with the aid of the facilitator, may decide to modify either item so that only one competency

RELATIVE VALUE CHART FOR
_____ COMPETENCIES

_____ Attendance Area

_____ School-Community Group



	Competency	Total	Rank
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

is finally posted. *A caution is appropriate here. If agreement to modify the statements cannot be reached within one minute, both triads list their statements separately.*

A second triad is then asked to post and read its remaining competency statements. The posting of each triad's remaining competencies continues until all the lists are either posted or all the items on the unposted lists have been eliminated by duplication.

The facilitator now asks for a second round of clarification questions. After everyone in the session understands the consolidated list, the facilitator calls for a break.

NOTE: During the break, the facilitator numbers the consolidated list and underlines a phrase or word in each statement that summarizes its meaning. The underlined phrase is then written on the chart posted for the prioritization phase of the session (see next page).

Structure Debate

This step in the process is an advocacy or lobbying period, a time when participants make judgments and evaluate the items on the list of competencies. The facilitator explains that advocacy is a modification of parliamentary procedure. All the items on the consolidated list of competencies have been "nominated" by at least three people, and now is a time for debate about them. Anyone who has anything to say for or against an item as having a high or low priority on the list is

encouraged to speak up. All statements for or against an item must be limited to 30 seconds. The first speaker on an item may have additional 30-second periods on that item as long as someone else continues to address it, either pro or con. If no one else speaks on the item, debate ends. In short, the debate is structured so that everyone has a say, but no one dominates.

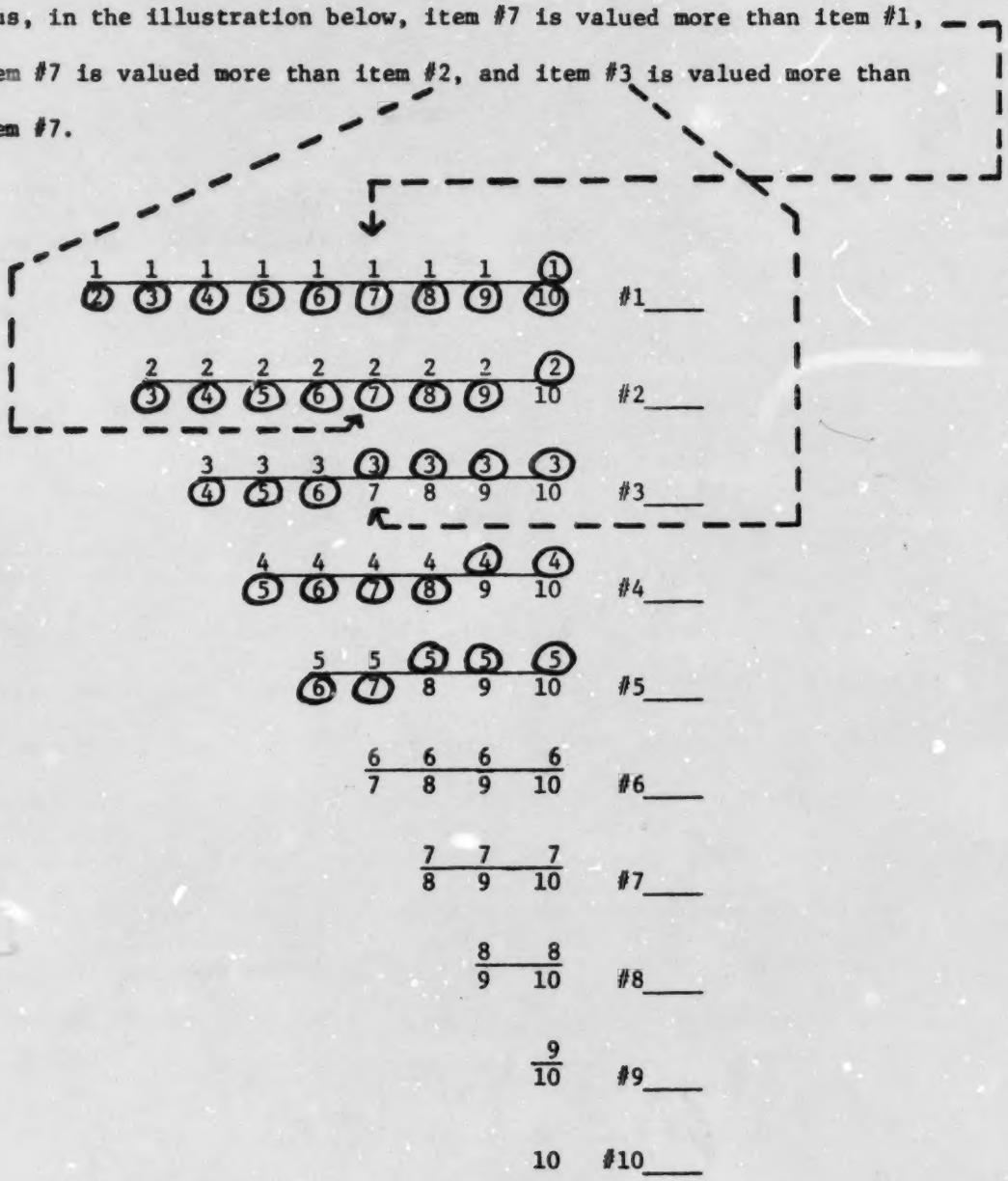
The facilitator structures debate on one item at a time, allowing the 30-second responses to continue on each item until the group has exhausted its arguments. Debate then moves on to the next competency. The procedure continues until all the items have been debated.

Establish Relative Importance Of Competencies

The facilitator tells the group they will now assign relative values to the competencies. This is accomplished by each person's prioritizing the items by using a paired-weighting technique. The facilitator may demonstrate the technique as follows:

> The facilitator explains that a value choice is made between two of the items on the list at a time. The more valued item in the pair is circled in each case, and a tally is made of the number of times each item is considered more important. The tally for each item indicates the relative priority of that item compared with all the other items on the list.

Thus, in the illustration below, item #7 is valued more than item #1, item #7 is valued more than item #2, and item #3 is valued more than item #7.



Using The Paired-Weighting Sheet

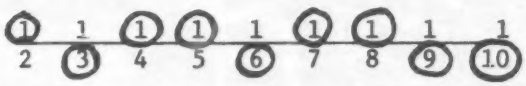
A paired-weighting sheet like the one shown on Page 57 is distributed to each participant. It should contain the same number of items as the consolidated list of competencies.

The facilitator structures the paired-weighting procedure by reading aloud the items on the posted Relative Value Chart in pairs. "Which competency should all high school graduates be able to do: number one (facilitator reads the item) or number two (facilitator reads the item)?" Each person circles a preference. "Which competency should all high school graduates be able to do: number one (facilitator reads item) or number three (facilitator reads item)?" Each person again circles a preference. All items are thus compared with the first one. This pattern continues as all items are compared with the second, third, fourth, and so on. An alternative comparison question may be used. "Which is more important: number thirteen (facilitator reads the item) or number fourteen (facilitator reads the item)?"

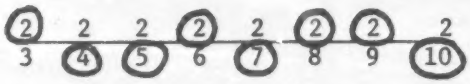
Many in the group will complete this step faster than the facilitator can read. The results will still be valid. However, it is imperative that no one go slower than the facilitator. Reading the numbers and phrases of each item aloud minimizes any possible confusion. If two facilitators share the reading, the monotony of one voice is broken and each reader's voice is rested.

When the facilitator has completed the reading of the comparisons, the group tallies the results, using the procedure on the next page.

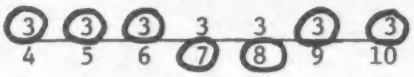
The value for each item is determined by totaling the number of times that item has been circled. As shown in the diagram below, all the "1's" are in a horizontal row. Subsequent numbers appear both in horizontal rows and in vertical columns. In order to determine the total for any number, count the number of times it is circled in both its vertical columns and in its horizontal rows.



#1 5

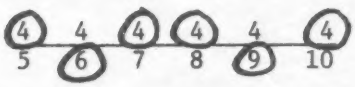


#2 4

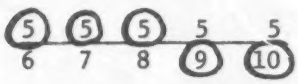


#3 6

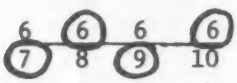
There are 2 in #6 in the horizontal, and 2 in the vertical, total 4.



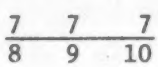
#4 5



#5 4



#6 4



#7 ___

#8 ___

#9 ___

10 #10 ___

After the tallies are completed, the totals are posted on a Relative Value Chart, placed on the wall, below each name. The relative value and ranking for each item may then be calculated by totaling all the participants' "scores" for that item. Sessions may also be held for the general public, for students, and for the school staff. These three

different charts will be the "fodder" for the mill of the district-wide meeting to identify competencies in math.

After a series of three-hour meetings, separate groups of school staff members, students, and members of the general public from one attendance area have identified competencies in one subject that they believe should be mastered by everyone who receives a high school diploma. These competencies have been identified in a way that elicited maximum input from all the participants without allowing anyone to monopolize or dominate the process. The lists generated in the meetings accurately reflect the groups' views about the relative importance of each competency, and all group members can share a sense of contribution and effective participation -- even those who never said a word.

PAIRED-WEIGHTING PRIORITIZATION

(20 items)

1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9	1/10	1/11	1/12	1/13	1/14	1/15	1/16	1/17	1/18	1/19	1/20	1 = ____
	2/3	2/4	2/5	2/6	2/7	2/8	2/9	2/10	2/11	2/12	2/13	2/14	2/15	2/16	2/17	2/18	2/19	2/20	2 = ____
		3/4	3/5	3/6	3/7	3/8	3/9	3/10	3/11	3/12	3/13	3/14	3/15	3/16	3/17	3/18	3/19	3/20	3 = ____
			4/5	4/6	4/7	4/8	4/9	4/10	4/11	4/12	4/13	4/14	4/15	4/16	4/17	4/18	4/19	4/20	4 = ____
				5/6	5/7	5/8	5/9	5/10	5/11	5/12	5/13	5/14	5/15	5/16	5/17	5/18	5/19	5/20	5 = ____
					6/7	6/8	6/9	6/10	6/11	6/12	6/13	6/14	6/15	6/16	6/17	6/18	6/19	6/20	6 = ____
						7/8	7/9	7/10	7/11	7/12	7/13	7/14	7/15	7/16	7/17	7/18	7/19	7/20	7 = ____
							8/9	8/10	8/11	8/12	8/13	8/14	8/15	8/16	8/17	8/18	8/19	8/20	8 = ____
								9/10	9/11	9/12	9/13	9/14	9/15	9/16	9/17	9/18	9/19	9/20	9 = ____
									10/11	10/12	10/13	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10 = ____
										11/12	11/13	11/14	11/15	11/16	11/17	11/18	11/19	11/20	11 = ____
											12/13	12/14	12/15	12/16	12/17	12/18	12/19	12/20	12 = ____
												13/14	13/15	13/16	13/17	13/18	13/19	13/20	13 = ____
													14/15	14/16	14/17	14/18	14/19	14/20	14 = ____
														15/16	15/17	15/18	15/19	15/20	15 = ____
															16/17	16/18	16/19	16/20	16 = ____
																17/18	17/19	17/20	17 = ____
																	18/19	18/20	18 = ____
																		19/20	19 = ____
																			20 = ____

RELATIVE VALUE CHART FOR
MATH COMPETENCIES

XYZ HIGH SCHOOL
Attendance Area

JUNIOR & SENIOR HIGH STUDENTS[1]
School-Community Group

·	Competency	MEYERS	SIKULA	MUNOZ	IKISADA	BLOOM	GRAY	STANFIELD	FAUTH	TAKANI	RABELLO	JENSEN	MARTINEZ	DAVIES	FONG	LEE		Total	Rank
1	COMPARE PRICES	13	6	14	11	3	4	6	7	3	10	4	2	13	6	0		102	10
2	MANAGE MONEY	1	3	2	5	4	1	3	10	2	3	6	3	3	1	3		50	15
3	MAKE CHANGE	4	8	4	5	14	2	5	9	14	1	14	11	5	3	2		101	11
4	FIGURE OUT SALARY	14	4	4	10	11	9	6	7	9	14	7	13	13	10	3		134	3
5	+ − x ÷	10	5	14	13	1	6	8	4	10	12	10	9	10	6	9		127	6
6	OTHER	12	11	3	12	1	11	6	4	14	13	14	8	7	9	6		131	5
7	COMPETENCIES	14	13	12	13	10	14	5	6	8	8	9	6	14	11	14		157	2
8	IDENTIFIED	10	12	11	4	9	11	13	10	10	6	2	2	14	8	11		133	4
9	BY	11	10	2	11	7	12	13	1	6	4	8	14	2	11	12		177	1
10	STUDENTS	2	9	7	13	5	11	3	2	4	0	1	7	3	6	10		83	13
11		8	2	13	2	11	8	10	8	3	13	3	5	10	14	3		113	9
12		13	14	9	12	13	4	11	1	4	13	8	11	2	7	3		125	7
13		8	0	11	8	6	11	1	14	5	3	3	0	10	12	1		93	12
14		4	1	11	8	11	12	12	9	2	9	7	11	1	14	4		116	8
15		7	6	1	8	1	5	0	3	8	4	14	9	6	1	1		74	14

Totals and rankings are fictitious and are used for illustration only.

[1]Similar tally sheets are used for staff and community groups.

Conclusion

You have now had the opportunity to examine six techniques for setting priorities. Each has been used successfully by someone in various situations. There are, of course, others not described here.

However, out of these examples and exercises should come an idea or a technique which can be applied in a variety of situations. It is now up to practitioners to adapt systematic procedures for their own use.